

DOCUMENT RESUME

ED 134 703

CE 009 314

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TITLE A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report.
INSTITUTION Owensboro Public Schools, Ky.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
BUREAU NO C048804409
PUB DATE Jun 76
NOTE 19p.; For a related document see ED 115 949
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Career Exploration; Curriculum Development; *Interinstitutional Cooperation; *Mass Media; *Program Development; Radio; Secondary Education; Television; Vocational Education
IDENTIFIERS Kentucky

ABSTRACT

In order to offer students guidance about the rapidly increasing field of communications, Apollo High School developed a cooperative radio and television communication program to be added to the English curriculum. The objectives of the project were (1) to utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school course in radio-television communications, (2) to instruct students in the fundamentals of radio and television, from both technical and editorial viewpoints, and (3) to give students opportunities to explore mass communication careers--their strengths and weaknesses. Although some problems occurred involving use of local media services and school staff changes, the project resulted in a large number of students showing interest in a career in communications; enrollment in the English course also increased. This report includes a full description of the project methods and results, dissemination activities, inventory of equipment used, a curriculum guide, course outline, sample class log, and sample daily equipment schedule. (HD)

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FINAL REPORT

A TRIANGULAR TEACHING PROCESS: USING MASS COMMUNICATION AS
A MEDIA TO INTEGRATE VOCATIONAL AND ACADEMIC CURRICULA THROUGH
COOPERATIVE EFFORTS OF A PUBLIC HIGH SCHOOL, A VOCATIONAL SCHOOL,
AND A FOUR YEAR COLLEGE.

by

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June, 1976
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Agreement of Nondiscrimination

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from Department of Health, Education and Welfare, must be operated in compliance with this law.

Abstract

A Triangular Teaching Process

July 1, 1975 - June, 1976

Objectives:

1. To utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school course in Radio-TV Communications.
2. To instruct students in the fundamentals of radio and television, from both technical and editorial viewpoints.
3. To give students opportunities to explore mass communication careers--their strengths and weaknesses.

Procedure:

One instructor from Apollo High School and consultant assistants from Kentucky Wesleyan College and the television lab from the Daviess County Vocational School implemented a triangular approach to teaching. Participants were secondary students from Apollo High School. Local radio and television stations provided air time and job opportunities for participants.

Contribution to Education:

The general public, by withholding funds for education, is causing educators to attempt new and different methods of instruction in efforts to cooperate and not duplicate educational methods. This exemplary effort builds on the concept that there must be a more effective method of teaching than the present system that isolates the students from a variety of experiences necessary to thoroughly explore opportunities related to one field of study. The fact that three separate institutions can pool cooperative resources to broaden and enhance the mass media area allows students opportunities to explore the general area and prepare for specific responsibilities in the field.

INTRODUCTION

The mass communication field is a strategic and growing industry in our society. According to the Occupational Outlook Handbook (1974-75), "The broad field of Mass Communications, which has grown rapidly in recent years, is expected to continue to expand due to rising levels of education and income; increasing expenditures for newspaper, radio, and television advertising; and a growing number of trade, technical journals, and various types of company publications."

The Kentucky occupational outlook shows an average annual need for some 385 people to fill positions in the area of work to which this project relates--particularly, the positions of editors, reporters, photographers, announcers, writers, artists, entertainers, advertising agents, public relations personnel, operators, engineers, and cameramen. As the number of licensed radio and television stations grows, the need for personnel in this field will continue to grow. The Owensboro area itself has two AM-FM radio stations and a new cablevision television system.

Prior to this project, the curriculum at Apollo provided limited opportunities for students to explore and prepare for employment at the beginning level of the printed news media. Journalism students participated in "hands on" activities, such as publication of the student newspaper and yearbook. The curriculum also included vocational programs for Business Education, Home Economics, Agriculture, and Distributive Education.

The staff of the three institutions recognized, however, that the mass communication careers area was much broader than the Apollo curriculum was providing.

Therefore, it was felt that the next logical expansion of the curriculum should offer students an opportunity for exploration and limited preparation in the areas of Radio and Television communication.

Activities and Accomplishments

Problems Under Consideration:

As previously stated, in order to offer students guidance about the rapidly increasing field of communication, Apollo developed a Radio and Television Communication program to be added to the English curriculum.

With that goal, the following objectives were proposed:

1. Utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and

Kentucky Wesleyan College to teach a high school level course in radio-television communication.

2. Prepare students in the fundamentals of radio and television, from both technical and editorial viewpoints.
3. Give students the opportunity to explore mass communications careers--their strengths and weaknesses.

Various unexpected problems occurred as the project progressed into the second year.

Cooperation with the local media agencies proved to be the largest obstacle. Radio and television communication participation at a high school level was often reluctantly received by local radio and television stations. Although air time was donated for student news programs, hesitation was evident in technical instruction. Therefore, students wishing technical instruction in engineering careers were deprived.

Staff problems were also encountered because a personnel change was required in the second year of the project.

Lack of time and scheduling problems also plagued the program. Two classes of 30 students separated by an hour block often caused the participation of fewer students at Kentucky Wesleyan and the Area Vocational School.

Methods:

A. Class Organization and Instruction

1. Grouping - Students were regrouped every six weeks for class projects. (4-6 per group)
2. Vocabulary - Vocabulary lists were handed out at the beginning of the school year. Students were tested over a portion of these words during each six week grading period.
3. Text - The instructor pooled knowledge from multi-media texts in order to present an overview of communications in lecture sessions.
4. Equipment Instruction - Equipment usage was demonstrated by high school instructor, Panasonic equipment coordinator, Kentucky Wesleyan instructors, and student directors. Students were thus evaluated by oral examination and manual demonstration of equipment usage.
5. In cooperation with Kentucky Wesleyan Productions, student work groups provided crews for their regular broadcasts, which were aired by cable television.
6. As a special end-of-the-year project, students were required to produce a 30 minute tape on the subject of their choice. These tapes are used for an in-school film festival during the last month of school.

7. Individual students that demonstrated strong responsible characteristics were often used by various departments of the school for taping and showing programs related to classes. These students were also instrumental in taping teacher evaluations.
8. Speakers from radio and television stations, Kentucky Wesleyan, and the Area Vocational School were also instrumental in classroom instruction.

B. Class-group projects

1. Individual communication career reports were given every six weeks throughout the year. During the week spent on these reports, a speaker in this field spoke to the class.
2. Bulletin boards related to the career studied were put up monthly. Also a television news board was kept.
3. Students in radio and television produced a 15 minute weekly school news show. The various student groups rotated in production of these shows.
4. Field trips included local radio and television stations and the Kentucky Educational Television studios in Lexington.

C. Record Keeping Aids

1. An equipment schedule is a running schedule used by the entire school through the school television control room. This schedule allows teachers and students the opportunity to use the television equipment at non-conflicting times. It also shows the instructor which students are using the equipment regularly. This schedule is the key to a well organized, working television communications program.
2. Student information sheets are kept by the instructor. These forms consist of students' schedules and home phone numbers. This information is often needed for taping after school hours.
3. A class log is kept by a responsible student and serves as a reference when the semester ends. The log also aids in evaluation of objective goals.
4. Student Directors are chosen from second year television communication students. These directors assist in coordinating the equipment schedule, directing weekly news shows, equipment demonstrations, and community services.

Results

The most significant factor to result from the project is the large number of students that have chosen this vast field of communications as their future career. Students are seeking further education at the area vocational school as well as at state colleges and universities.

Another resulting factor is the increased enrollment in the course at Apollo. Despite long hours and hard work required, the program is still growing in popularity among the Apollo students and the community in its career awareness role.

Conclusion

In essence, the purpose of the Triangular Teaching Process was to introduce the reality of mass communications into a high school curriculum. This was to be accomplished by incorporating various educational institutions into the students' experiences with communications.

The largest difficulty encountered was the commercial communication agencies' closed-mindedness toward the program.

However, despite complications created by this obstacle, the program managed to add an innovative class to the curriculum and to motivate high school students in career awareness.

Recommendations

In the future, Apollo feels a verbal agreement with outside agencies involved will be changed to a written contract, in order to carry out a successful program.

Dissemination Activities

Dissemination activities included many activities in the school and the community.

The radio and television class of 1975 developed and produced a student orientation tape which was used for incoming freshmen and various community organizations interested in our school and its programs.

The Radio and Television Communication Project also aided with teacher evaluations and in-service days. These demonstrations and tapings were performed by the Student Directors.

Various extra-curricular activities were covered by the Radio and Television Communication class. These activities included sports, plays, bonfires, DECA events day, International Day, Awards Night, and many others.

Public relations were improved in the community through student interviews. These video-taped interviews were often used on school news programs or in other classes.

At the end of the project year various departments at Apollo were asked to evaluate the Radio and Television Communications Program. The following comments were made:

Benefits of T.V. Communication to Distributive Education

In order to promote student interest in clubs at Apollo High School, the Distributive Education Club sponsors the Little DECA '100' between the different clubs and organizations at our school.

Through filming and showing highlights of this event, T.V. Communications has made the student body aware of these clubs and organizations and the opportunity they have to become members. The clubs and organizations present students with interests associated with their own. As a result, club memberships have increased as a result of the publicity given by the T.V. Communications Class.

Allen Powers
Distributive Education

Benefits of T.V. Communication to Social Studies

The T.V. Communication Class has provided a great deal of assistance to the teachers in the Social Studies department. Our teachers have tapes which we show in classes, such as U.S. History, Kentucky History, and Government. The T.V. program provides student assistance in replaying the tapes. Also, on at least ten occasions, we have called on T.V. students to tape programs after school hours, which they have done with excellent results.

We, as a department, feel that the services the T.V. Communications class provides could not be duplicated by teachers on their own. For example, each teacher had one class video-taped for self evaluation purposes, which would not even have been as successful without the assistance of the T.V. classes.

Ed Tabor
Social Studies

Benefits of T.V. Communication to Air Force Junior ROTC

The Aerospace Education Foundations in this country sponsors a contest each year which is open to the 275 Air Force Junior ROTC Units located in the United States and several foreign countries where our military forces are stationed. This year the theme for the contest was "The Role of Aerospace in American History." Entries could take a variety of forms, such as audio tapes, written scripts, video tapes, motion pictures, etc. The Kentucky 71st AFJROTC Unit here at Apollo High School took advantage

of the outstanding capabilities and cooperation of the Apollo TV-Communications Department, plus the unique arrangements existing between that Department, Kentucky Wesleyan College, and the Daviess County Vocational School, to prepare a TV tape entry. The tape consisted of a "Huntley-Brinkley" type presentation with slides and motion picture segments projected to the rear of the speakers. We practiced several times in the Apollo studio and a couple of times in the Kentucky Wesleyan Studio. The final taping was done in the Kentucky Wesleyan Studio.

Thanks to the Apollo TV-Communications Department and its facilities and the facilities and expertise at Kentucky Wesleyan and the Vocational School, our final tape was of excellent quality.

Col. John Hobson
ROTC Instructor

Benefits of T.V. Communication to Physical Education Department

During the 75-76 school year, our department used the T.V. program in our Junior Physical Education classes as a teaching aid, filming activities such as soccer and playing the film back for the students to view themselves. It was very helpful in our gymnastics program. Filming and playing back immediately exactly what the students were doing helped correct mistakes and helped with form and style. The T.V. program is a great help to our department in that the student can see exactly what he or she is doing.

Our cheerleaders used the program before district and regional competition. We were able to correct mistakes, and the girls were able to see exactly what they needed to work on.

Altogether, we feel this program has been a tremendous help to our department and P. E. program.

Jody Stephens
P.E. Instructor

Benefits of T.V. Communication to the English Department

English teachers have traditionally looked upon television as a curse which was ruining all our chances of ever teaching students the correct use of and respect for our language. The Television Communications program has quickly dispelled this belief. The Television Communications program has done as much as, if not more than, any other program at Apollo High School to enhance the English curriculum. Its services as a source of enrichment, a means of reinforcement, and a tool for evaluation are unsurpassed.

As a source of enrichment, it has added to all English classes. We have had the opportunity to record programs ranging from Shakespearean drama and contemporary fiction to documentaries and biographies. This enables us to effectively use television offerings when they are relevant and fit into the classroom curriculum, rather than haphazardly when they happen to be scheduled. We have also been able to accumulate a large and varied library of film offerings for future use.

Television Communications has proven to be an effective means of reinforcing classroom studies. In advertising units in Mass Media, students can now not only develop their own commercials, but actually film these and see the results of their creative efforts. In studies of commercial television, students can view programs together as a class for discussion. Classes have been able to use television in varied ways for reinforcement.

The Television Communications program has given us a very effective tool for evaluation, both of teachers and students. It enables a teacher to film the class in progress and later observe teacher effectiveness. No other means of teacher evaluation is nearly as efficacious as actually letting the teacher observe himself in action. The same is true of student evaluation. Students can see themselves working and evaluate themselves. Drama classes have been able to film their rehearsals and correct their own production errors.

Most of all, students enjoy the Television Communications program. They enjoy seeing rather than hearing about things being studied; they enjoy watching themselves; they enjoy watching other students. Like the television set, they, too, are "turned on" by this type of learning.

Melanie Holinde
English Instructor

Supplementary Material

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1972

Mass Media: Heintz, Renter, Conley. Loyola University Press, 1972.

Culture for the Millions: Norm Jacobs, edit. Boston: Bacon Press,
1968.

Exploring Television: Wm Kuhns. Loyola University Press, 1971.

Mass Culture: Rosenberg and White, ed. New York: The Free Press,
1957.

Introducing the Single Camera VTR System: Mattingly and Smith. Charles
Scribner's Sons, 1973.

Television System Maintenance: Harold Ennes, Howard Sama and Co., 1968.

Journalism - The Mass Media: Virginia Woodring. Ginn and Co., 1970.

Inventory of Equipment Used in Communication Class

- 2 1/2" 60 minutes color black-and-white video tape recorder
- 2 studio black-and-white cameras
- 2 heavy duty tripod
- 2 crank zoom lens
- 1 triple 5" high resolution monitor
- 1 waber power switch
- 1 special effects generator
- 3 headsets
- 2 camera extension cables 50'
- 1 custom console to house appropriate equipment
- 1 portable VTR and camera
- 6 T.V. receiving sets
- 4 shure microphones
- 2 lapel microphones
- 2 risers and 3 backdrops for sets

Curriculum Guide

General Description:

This two semester course for English credit is designed to utilize the facilities and faculty expertise of Apollo High School, the Area Vocational School, and Kentucky Wesleyan College to teach a high school level course in Radio-TV Communications.

Goals:

Students will learn, via presentations by radio and television station personnel and field trips to radio and T.V. stations, how radio and T.V. stations operate, including the problems of advertising programming, copy writing management, news and sports coverage, production of commercials and programs, engineering, etc.

Objectives:

Students are given actual hands-on experience working with television camera monitors, VTR's, microphone recorders, etc., to become familiar with, and adept at, in house and commercial broadcast.

Procedures:

By working closely with the AHS instructors, the Area Vocational School, KWC and WVJS and Cablevision, Inc., students are given small group practice in the studios, learning efficiency, editing for time and content, and presenting written and spoken material on radio and on camera.

Method of Evaluation:

Evaluation includes written examinations on FCC rules and policies, glossary terms and names and numbers of equipment used. Audition tapes are prepared for evaluation. Class participation and willingness to accept responsibility also is considered. Actual on-the-job experience in efficiently handling equipment is the major evaluation factor.

Course Outline

- I. Role of Mass Media in a Democratic Society
 - 1. The people's need know
 - 2. The people's right to know
 - 3. Feedback and Feed-in to the media
 - 4. Freedom, responsibility, and control of the media
- II. Role of Radio and T.V.
- III. Basic Journalistic Principles
 - 1. Fundamentals of a good news story: who, what, where, when?
 - 2. Differences between news and opinion
 - 3. How to write a news story for use on radio or television
 - 4. What constitutes feature story material
 - 5. Good communication style and techniques
 - 6. Recognizing and knowing proper use of propaganda
- IV. Radio Systems and Operation
 - 1. Equipment
 - 2. Operation management
- V. Television Systems and Operation
 - A. Introduction to basic one-camera systems
 - 1. The camera
 - 2. The VTR
 - 3. The receivers
 - B. Professional T.V. Systems
 - 1. Studio operations
 - 2. Differences in various systems
 - 3. Video switching
 - 4. Special effects
 - 5. Insert editing and audio dubbing
 - 6. Basic principles of lighting
 - 7. Set construction
 - 8. Use of make-up
 - 9. Photography in T.V.
 - 10. Transmission of signal
 - 11. Modulation
- VI. Checking out the Systems
 - A. Basic trouble shooting
- VII. Broadcast and telecast standards
 - A. FCC

VIII. Management of Radio and T.V. Stations

- A. Media men and their audiences
- B. Advertisers and consumers
- C. The Rating Game
- D. The Professional Newsman
- E. Critique of the News
- F. Editing and Owership

IX. Opportunities in Mass Communications

- A. Various Careers

Class Log Sample

Radio-TV Class Schedule Feb. 24-28

Monday Worked on typing of final script for orientation tape. Taped Mr. Crady and Mrs. Patterson for the teachers 20 minute tape. Mrs. Raymond had interviews of her students taped. Mrs. Raymond and Mrs. Schmied had a playback.

Tuesday Worked on orientation tape. Worked on scripts for radio program. Mr. Hamill, Miss Singleton, and Mr. Westerfield were taped for their 20 minute tape. Mr. Westerfield saw playback.

Wednesday Worked on scripts for radio show. At 7 p.m. taped first television program to be broadcast Friday, February 28. Teachers taped included Mrs. Stephens and Mrs. Fortune. Teachers showing playbacks were Col. Hobson, Mrs. Raymond, and Mr. Tabor.

Thursday Worked on radio show and orientation tape. Mrs. Hoagland and Mrs. Raymond were taped for the classroom situation tape. Playbacks were shown for Mrs. Fortune, Mr. Westerfield, and Mr. Tabor.

Friday On 1st, 3rd, and 5th periods, we televised our first television news program. Miss Burdette and Mrs. Raymond were taped for the teachers 20 minute tape. Col. Hobson and Mrs. Fortune . . .

DAILY EQUIPMENT SCHEDULE

	1	2	3	4	5	6
M - 3130						
M - 3130						
M - 3400						
T - 3130						
T - 3130						
T - 3400						
W - 3130						
W - 3130						
W - 3400						
Th - 3130						
Th - 3130						
Th - 3400						
Fr - 3130						
Fr - 3130						
Fr - 3400						

Sat	Unit	Dept.	Reel No.	Sun	Unit	Dept.	Reel No.
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Teacher(s)	Teacher(s)
Time	Time
Comments	Comments